

Music

Play a wind instrument i.e. Recorder Play a string instrument i.e. Ukulele Play a percussion instrument i.e. Drums		Singing /acting Composing Respond to music emotionally		Reading and understanding music		
KS1		LKS2		UKS2		
	Learn to play the recorder	Nativity Performance to an audience	How could we use different materials to create different sounds? (Stomp)		How did music affect the spirit of slaves? Social meaning of music	
C O N F L I C T	Children Know :	Children perform:	Children Know how to :	Children perform :	Children Know how to :	Children perform :
	<ul style="list-style-type: none"> notes in an octave from memory, i.e. play CABE how to play individual notes with accuracy 	<ul style="list-style-type: none"> Following instructions on how and when to sing Making and controlling long and short sounds, using their voice Taking part in singing, accurately following the melody. 	<ul style="list-style-type: none"> Use sound to create abstract effects. Create repeated patterns with a range of percussion instruments. 	<ul style="list-style-type: none"> Perform with control and awareness of others. Accompaniments for tunes. 	<ul style="list-style-type: none"> Describe how lyrics often reflect the cultural context of music and have social meaning. 	A selection of slave songs With emotion and social meaning
	How can music make Meerkat Mail come to life?		Pantomime performance		How might musicians use music to highlight issues of climate change?	
	Children Know how to :	Children Perform :	Children Know how to :	Children perform:	Children Know :	Children perform:
P L A N E T E A R T H	<ul style="list-style-type: none"> make different sounds (long and short, loud and quiet, high and low). Sequence sounds to create an overall effect. Record short, musical patterns on paper. 	<ul style="list-style-type: none"> short, rhythmic phrases to represent parts of the story to an audience 	<ul style="list-style-type: none"> Musicals tell a story through song 	<ul style="list-style-type: none"> Singing from memory with accurate pitch. Singing in tune. Maintaining a simple part within a group. Pronouncing words within a song clearly. Showing control of voice. with control and awareness of others. 	<ul style="list-style-type: none"> How to create songs with verses and a chorus. How to create rhythmic patterns with an awareness of timbre and duration. Thoughtfully select elements for a piece in order to gain a defined effect. How to create the relationship between the lyrics and the melody 	<ul style="list-style-type: none"> Solos or as part of an ensemble. Perform with controlled breathing (voice) and skilful playing (instrument).
	Learn to play the recorder	How does Music make us feel?	Learn to play the Ukulele	perform at Summer show	Develop knowledge of playing Drums	Leavers performance
	Children Know how to :	Children Perform :	Children Know how to :	Children perform:	Children Know :	Children perform:
B R I T A I N	<ul style="list-style-type: none"> Represent emotions created by a range of musical pieces in a form of artwork 	<ul style="list-style-type: none"> A simple tune on their recorder to an audience notes in an octave from memory, i.e. play EDFG 	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> a musical piece on the Ukulele to an audience 	<ul style="list-style-type: none"> The standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Use and understand simple time signatures How to Sustain a drone or a melodic ostinato 	<ul style="list-style-type: none"> from memory with confidence. solos or as part of an ensemble. Sing or play expressively and in tune. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice)
	How would you represent Mr Men using music?	Nativity Performance to an audience	How would fishermen tell the story of Dunwich through song?		What significant events changed the path of music?	
	Children Know how to :	Children Perform by:	Children Know how to :	Children perform by :	Children Know :	Children perform:
H U M A N K I N D	<ul style="list-style-type: none"> clap rhythms. make different sounds (long and short, loud and quiet, high and low). Sequence sounds to create an overall effect. Create short, rhythmic phrases to represent their character. 	<ul style="list-style-type: none"> Following instructions on how and when to sing Making and controlling long and short sounds, using their voice Taking part in singing, accurately following the melody. 	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> Composing and performing melodic songs. Singing from memory with accurate pitch. Singing in tune. Maintaining a simple part within a group. Pronouncing words within a song clearly. Showing control of voice. 	<ul style="list-style-type: none"> How lyrics often reflect the cultural context of music and have social meaning. How to choose from a wide range of musical vocabulary to accurately describe and appraise music including: lyrics and melody, sense of occasion how music has reformed society and adapted with changes in technology 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble to portray an element of social meaning that they have studied.
	How does Disney use classical music to create emotion?		Pantomime performance		How do films use music to create tension?	
	Children Know how to :	Children perform :	Children Know how to :	Children perform :	Children Know :	Children perform:
I N V E N T I O N S	<ul style="list-style-type: none"> Recognise some of the instruments played in a piece of classical music Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch 	<ul style="list-style-type: none"> Using percussion instruments to represent an emotion in a short composition 	<ul style="list-style-type: none"> Musicals tell a story through song 	<ul style="list-style-type: none"> Singing from memory with accurate pitch. Singing in tune. Maintaining a simple part within a group. Pronouncing words within a song clearly. Showing control of voice. with control and awareness of others. 	<ul style="list-style-type: none"> How the effects that are used to create tension in music The definition of a musical drone How to identify drones in a range of musical genres 	<ul style="list-style-type: none"> Thoughtfully selecting elements for a piece in order to gain a defined effect. Use digital technologies to compose, edit and refine pieces of music that create tension. Create rhythmic patterns with an awareness of timbre and duration.
	Learn to play the recorder	Are all National Anthems the same?	Learn to play the drums	Use digital technology to compose - Garage Band	Ukulele	Leavers performance
	Children Know how to :	Children perform:	Children Know :	Children perform:	Children Know how to :	Children perform:
C I V I L I S T R I O N S	<ul style="list-style-type: none"> Discuss how a range of anthems effect their mood and feelings. Recognise the names of some notes in an octave 	<ul style="list-style-type: none"> The National Anthem accurately following the melody. A simple tune on their recorder to an audience notes in an octave from memory, i.e. play CAB 	<ul style="list-style-type: none"> How to order, combine and control sounds, using digital technology, to create an effect. Create repeated patterns with a range of percussion instruments. 	<ul style="list-style-type: none"> Using digital technologies to compose and share pieces of music. 	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Understand and use the # (sharp) and b (flat) symbols. Read and create notes on the musical stave. Play the Ukulele with accuracy 	<ul style="list-style-type: none"> Pronouncing words within a song clearly. Showing control of voice. with control and awareness of others.

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